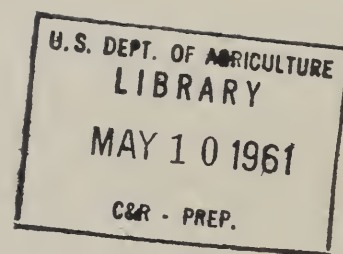


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MICHIGAN



WORKSHOP

T RAINING IN

A DMINISTRATIVE

M ANAGEMENT

Higgins Lake Conservation School
January 11-15, 1960

UNITED STATES
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Training to improve management in the USDA agencies has received considerable attention during the last decade. The expansion of agency programs has increased personnel and extended their services. Advances in technology have broadened their scope of activity. Concomitant with this growth, managerial needs have also developed.

Fortunately, the need for management training was recognized and measures taken to fulfill this need. Training in Administrative Management Institutes were conducted in several regions of the United States. Participants to be trained were chosen from positions having considerable management responsibility. Upon completion of their training, they were charged with an obligation to plan and conduct TAM Workshops in their respective states, selecting participants from the middle-management group.

To define the word "Management," one would have to compose a sentence using the title word of each of the six fundamentals of management listed below:

PLANNING	SUPERVISING
ORGANIZING	HUMANIZING
DEPUTIZING	COMMUNICATING

Presented here are the proceedings of the Michigan TAM Workshop. Those of us attending will refer to these pages often and in so doing, warmly recall our unique experience here. It is now our obligation to apply these fundamentals.

- - - - - ACKNOWLEDGMENTS - - - - -

WE EXPRESS OUR THANKS AND APPRECIATION

TO THE AGENCIES WHO SELECTED US FOR THIS EXCELLENT OPPORTUNITY
FOR SELF-IMPROVEMENT.

TO THE PLANNING COMMITTEE AND ITS ABLE CHAIRMAN, GEORGE AXINN,
WHO ARRANGED SO FINE A PROGRAM.

TO THE MANAGER AND STAFF OF THE HIGGINS LAKE CONSERVATION SCHOOL,
WHO PROVIDED SO WELL FOR OUR EVERY COMFORT.

TO THE EXCELLENT SPEAKERS AND RESOURCE PEOPLE WHOSE VALUABLE
CONTRIBUTIONS AND INTERESTING PRESENTATIONS WERE BOTH INFORMATIVE
AND INSPIRATIONAL.

TO THE MICHIGAN A.S.C. OFFICE FOR PROVIDING THE CLERICAL HELP
AND FACILITIES TO MAKE THIS MICHIGAN TAM WORKSHOP REPORT POSSIBLE.

TO ALL AGAIN A SINCERE THANK YOU!

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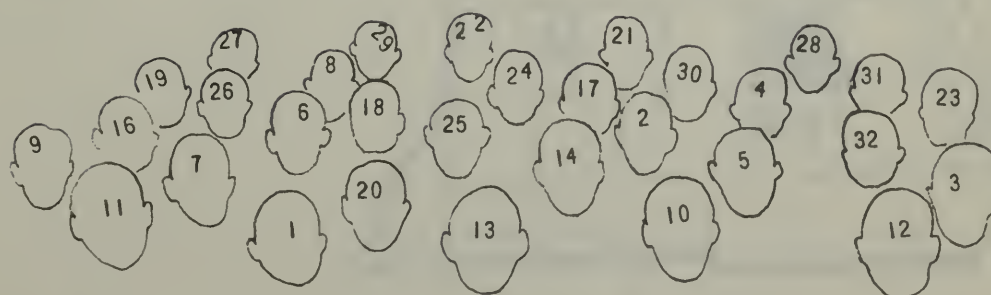
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- 30 - C.L. HENDEE
- 31 - ALBERT T. GREATORREX, SPEAKER
- 32 - HARVEY M. SEELEY, SPEAKER



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AXINN, Dr. George, Assoc. Dir., Mich. Cooperative Extension Service

Dr. Axinn received his B.S. Degree from Cornell University and his M.S. and Ph. D. Degrees from the University of Wisconsin. He has served with the New York State Agricultural Experiment Station and has been in the Cooperative Extension Service of the University of Maryland, the University of Delaware, and the Michigan State University. As Associate Dir. of the Michigan Cooperative Extension Service, he is responsible for coordination of programs and personnel. In addition, as a professor on the faculty of Michigan State University, he is Chairman of the Institute for Extension Personnel Development and teaches graduate classes for Extension workers.

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Mr. Betts is a graduate of Platteville, Wisconsin, State Teachers College and the Vernon County Normal School, Viroqua, Wisconsin. He has been a teacher and principal in Wisconsin rural schools and held various administrative posts with the Soil Conservation Service; the USDA Office of Budget and Finance; the USDA Library; the Department of State, Division of Budget; the U. S. Embassy, Beirut, Lebanon; and the Technical Cooperation Administration. In 1953 he served as an assistant to Secretary Benson and became Director of Personnel of the USDA on December 2, 1956.

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Communication, East Lansing, Michigan

Mr. Byrnes has been engaged in agricultural communication work for many years. Before joining the project staff in October, 1953, he was agricultural editor for the Ohio State University and Ohio Agricultural Experiment Station. Prior to World War II he was editor of the Denison Review, Denison, Iowa. During World War II he served as chief of technical information for the U. S. Air Force's electronic research and development program. In this position he advanced to the rank of Lieutenant Colonel. He is a native of Iowa and received a B. S. Degree in agricultural journalism from Iowa State College and currently is completing work toward the Ph. D. Degree in communication arts at Mich. State University. He has also held special overseas assignments as a communications specialist.

GREATOREX, Albert T., Exec. Sec't, TAM Workgroup, USDA, Washington

Mr. Greatorex attended St. Anslem's College and George Washington University. He was employed in private industry from 1950 to 1951. He joined the Department of Commerce in 1951. From 1953 to 1958, he was employed by the Department of the Navy until joining the USDA, Agricultural Research Service in 1959.

HERRELL, Henry G., Asst Admr. for Management, Agricultural Marketing Service, USDA, Washington, D. C.

Mr. Herrell attended National University (LL.B.) and Ben Franklin University (B.C.S.) He is a member of the District of Columbia Bar. He has held various administrative positions in the USDA including Executive Assistant to the Administrator, Research and Marketing Act; Executive Officer, Office of Labor; and Assistant Chief, Bureau of Entomology and Plant Quarantine. He participated in the 1957 Management Work Conference at Columbia University conducted by the National Training Laboratories of the National Education Association.

JENNINGS, Dr. Eugene, Assoc. Dir., College of Business and Public Service

Dr. Jennings received his Ph. D. in Social Psychology at the State University of Iowa in 1951. He is Executive Counselor to the General Motors Corporation, International Business Machines, and Sylvania Electric Corporation. In addition, he is a Consulting Psychologist to the United Nations Organization. Mr. Jennings has published two books, and a third book "The Anatomy of Leadership" is due in March by the Harper Publishing Company.

MARIETTA, E. L., Assoc. Professor of Business Education

Mr. Marietta received his B. Ed. in 1938 from Southern Illinois Univer., M. A. in 1941 from State University of Iowa, and Ph. D. in 1949 from State University of Iowa. He was at one time Steno-Clerk for the Great Northern Railway, Superior, Wisconsin and taught business education in secondary schools of Illinois and Minnesota, State University of Iowa, Iowa State Teachers College, and Michigan State University. He joined the U. S. Naval Reserve in 1942 and is a member of the Naval Reserve in Lansing-presently as training officer. He is currently LCDR.

SEELEY, Harvey M., F. S., Timber Management Activities

Mr. Seeley is in charge of the Timber Management Activities of Ottawa National Forest. He is a member of the Forest Supervisor Staff and is a native of Mason, Michigan. He obtained a B. S. Degree in Forestry at Michigan State University in 1940 and an M. F. Degree in 1946. He served five years as an officer in the Air Force during World War II and has worked with the U. S. Forest Service since 1946. His assignments have included work at the Lake States Forest Experiment Station on forest inventory throughout Michigan; as Assistant District Forest Ranger, Mio, Michigan; in charge of Management plan surveys on Chequamegon and Upper Michigan National Forests; District Forest Ranger, Bessemer, Michigan; in charge of Timber Management on Chequamegon National Forest.

Dr. George Axinn
Associate Director, Cooperative Extension Service

The welcome and introduction of the participants to the Michigan TAM Workshop by Dr. George Axinn was brief, and by the nature of its brevity, emphasized the method of training to be employed throughout the training course. As near as possible to the beginning of the initial session, it was the intention of the Planning Committee, that the participants assume the responsibility of conducting the training sessions.

The participants were invited to contribute their individual efforts to the program as a whole and from their combined effort, could harvest rewards commensurate to their contributions. With this challenge to the group, the objectives of the Michigan TAM Workshop were given as follows:

1. To develop an understanding of the principles of management, communication, and human relations; and to develop the ability to apply these to administrative management positions within USDA.
2. To increase appreciation of the scope, history, organization and structure of the USDA, and to emphasize the Department as the organization of which all agencies represented are a part.

Dr. Axinn then briefly described the physical operation of the Higgins Lake Conservation School.

Mr. Ernest C. Betts, Jr.
Director of Personnel, U.S.D.A.

TOPIC: Broader Understanding of USDA

What is there about this thing called USDA - an organization of far-flung geographical dispersion and of complex heterogeneous and multi-functional purposes - that forms the basis of thinking of it as a single entity. The answer is quite obvious to most students of public administration -- it is the common desire of the employees to serve.

SUMMARY OF TALK:

The USDA has a heritage enriched by some of the most highly dedicated and efficient public servants to be found in our civilization. As one reviews the literature that has been written in the field of public administration, he is impressed with the mental giants of the previous area, who have left their imprints on the Department.

Today's concept of this dedication of public duty and service is the product of wise thinking and leadership of those who have gone before. Let us be ever mindful of this heritage and not be lulled into a state of complacency.

The present organization of the Department is basically divided into four major program areas, each headed by an Assistant Secretary, the staff or administrative area, and the General Council. The first of these areas is the Federal States Relations, composed of the Agricultural Conservation Program Services with a staff of 160; the Agricultural Research Service with a staff of 18,200; plus the State Experiment Stations; the Farmers

The second area is Marketing and Foreign Agriculture, composed of the Agricultural Marketing Service with a staff of 10,000; the Commodity Exchange Authority with a staff of 120; and the Foreign Agricultural Service with a staff of 850.

The fourth area is Agricultural Credit Service, composed of the Farmers Home Administration with a staff of 5,200; and the Rural Electrification Administration with a staff of 1,000.

The advantages of this type of organization are (1) it places definite lines of responsibility (2) each agency head has someone on the Secretary's staff, from whom he can get policy direction (3) takes the agency out of politics (4) groups agencies under an Assistant Secretary (5) the Secretary can devote his time to major agricultural policies (6) insures the policies of the Chief Executive are carried out by a political appointee, as head of a group of agencies (7) better coordination.

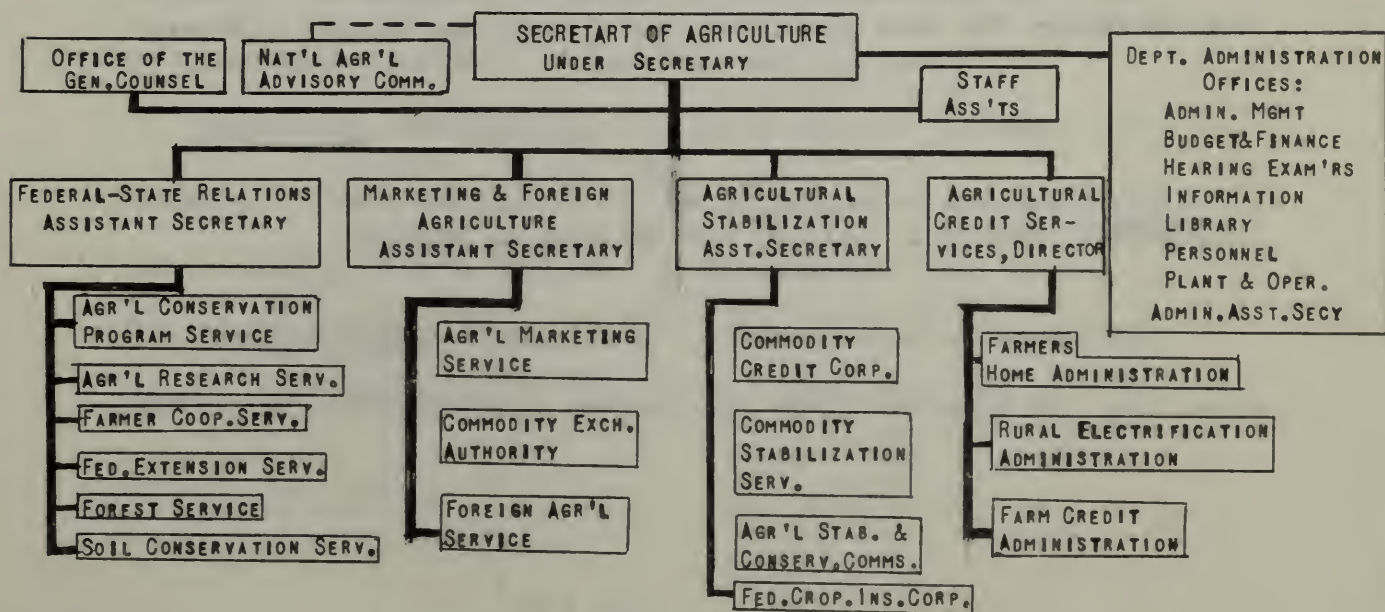
Policies of the Department are formulated by a policy staff composed of the Secretary, Under-Secretary, three Assistant Secretaries, the Administrative Assistant Secretary, the Director of Agricultural Credit and there are four staff assistants.

IN CONCLUSION:

To preserve the dignity and confidence necessary to good government, each of us must develop within himself a spirit of true public service. Whether we like it or not, whether it appears fair or not, each of us - acting as a public servant - becomes an ambassador for the Department and for Government service. A quality of individual performance that will command respect and commendation of the public must be maintained. And above all else, we must dedicate ourselves to a career in which the greatest reward is the satisfaction of a job well done.

RECORDERS: Homer Patterson and Sumner J. Allis

UNITED STATES DEPARTMENT OF AGRICULTURE



TOPIC: My Job In USDA

The chairman requested each participant to give a five minute personal history of his schooling, job experience, present assignment, description of duties, responsibilities and staff. There were 30 members present to make a personal statement.

These discussions brought out many interesting experiences which covered work in the various agencies. They pointed out the fact that there were several within the same area doing similar types of work within their agency. For example: fresh fruit inspection, meat inspection, and processed foods inspection.

There were various phases of work and experience discussed which pointed out some functions of the USDA. Examples were the inspection of hides being imported and inspection of hides being exported including bones and cowtail hair.

After the conclusion of these discussions, Dr. George Axinn informed the different committees of their meeting places. A chairman and secretary for each committee was elected and duties discussed.

RECORDERS: Marvin L. Collins and William B. Gambill

Henry G. Herrell
Assistant Administrator for Management
Agricultural Marketing Service, USDA

TOPIC: Fundamentals of Management

Mr. Herrell discussed basic fundamentals of management, illustrated with numerous demonstrations and exercises in which the group frequently participated. The framework of the presentation consisted of these main points:

1. Planning - Adequate, timely consideration of who shall do what; and when, how and why.
2. Organizing - Grouping similar functions in a single command, coordinated units having authority compatible with responsibility, so as to utilize men, money and materials fully in achieving the organizational aims.
3. Deputizing - Selecting, training and placing individuals in positions, and authorizing them to do assigned jobs according to the organizational plan.
4. Supervising - Maintaining controls and inspection to reflect currently the adequacy of plans, effectiveness and efficiency of organization, extent of progress and problems.
5. Humanizing - Considering the human desires, strength and weakness of each individual in the organization and assisting him in moving toward "success" as he measures it.
6. Communicating - Communicate -- communicate -- communicate -- vertically, horizontally, diagonally, and then begin all over again.

Mr. Herrell also emphasized that good management involves recognition of the following:

1. Patterns of Leadership

- a. Autocratic - One-way, downward
- b. Participative - Two-way
- c. Laissez-Faire - Attempt to please everyone, resulting in confusion
- d. Situational - Depending upon talent in peculiar situations
- e. Any combination of the above, according to circumstances

2. Basic Skills

- a. Technical
- b. Humanistic
- c. Conceptual

3. All employees are being trained at all times.

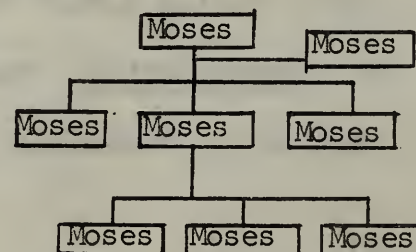
4. Managers are in the "People Business" and the human element must be cultivated. The speaker gave the following definitions:

- a. A good subordinate - Loyal, but not a "yes" man; respectful, but creative.
- b. A good superior - Stimulating, but not driving; fair, but firm; decisive, but flexible.
- c. A good colleague - Loyal, but not a conspirator; helpful, but not over-protective.

5. The Span of Control - Limited, but variable, depending upon the organization.

6. Three Types of Supervision:

- a. Direct
- b. General
- c. Very General



To make the problems of management "come to life" Mr. Herrell enlisted the active participation of each individual in the following exercises:

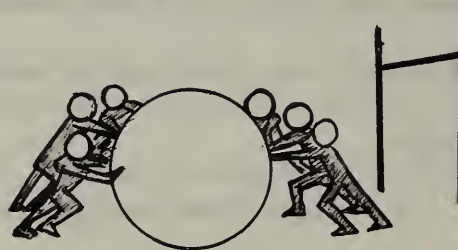
1. Reproduction of a sketch from verbal instructions.
2. Think and buzz session. This consisted of listing the characteristics of a well-managed office or organization.

Following are those which were listed most frequently by the groups:

- a. Objectives and goals known
 - b. Delegation of responsibility and authority
 - c. Effective up and down communication
 - d. Organization with flexibility
 - e. Evaluation of results and progress
 - f. Personnel morale and attitude
 - g. Enthusiasm of employees
 - h. Concern for welfare of employees
 - i. Working conditions
 - j. Orderliness
 - k. Cooperation
 - l. Loyalty and respect for authority
 - m. Supervision and decision making
 - n. Public relations
3. Stone-tablet Exercise - Practice in organizing and recall
 4. Brainstorming - Planning the construction of a road

5. Group suggestions from the floor on qualifications of a leader:

- a. Honesty
- b. Sincerity
- c. Approachable
- d. Understanding
- e. Flexible
- f. Decisive
- g. Dependable
- h. Creative
- i. Aggressive
- j. Responsible
- k. Intelligent
- l. Disciplinarian
- m. Enthusiastic
- n. Even-tempered



Eliminate Resistance---

Organize Effort in One Direction!

6. Questions and answers (both by the group).

In addition, individuals were selected from the group to perform demonstrations regarding communication and alter-egos.

Mr. Herrell also demonstrated and called attention to several inexpensive and readily available visual aids which facilitate communication such as:

- 1. A loaf of bread and an apple to show proportions
- 2. Bar-graphs with replaceable and adjustable bars
- 3. Pie-charts with interchangeable portions

REFERENCES CITED: (1) Supervision in Business and Industry - R. D. Loken
(2) Can Executives be Taught to Think? - Jarman

RECORDERS: William E. Miller and Earl Wilson

Henry G. Herrell
Assistant Administrator for Management
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TOPIC: Discussion of Management Fundamentals

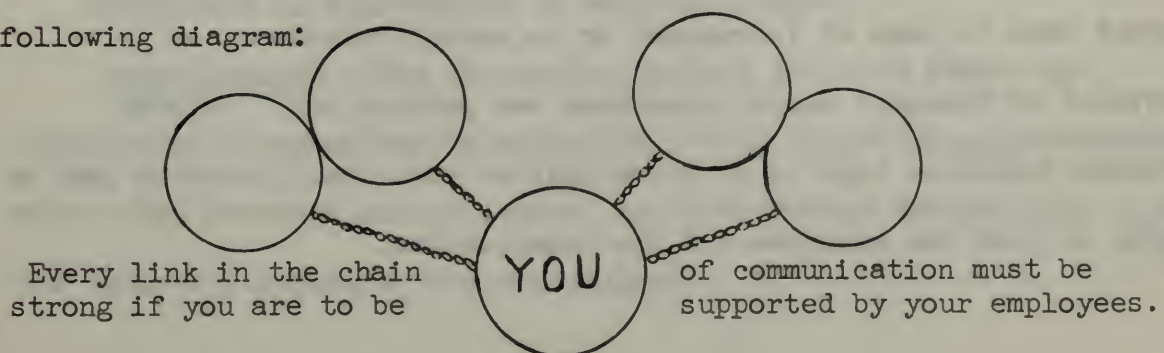
The session was a continuation of the morning discussion of six management fundamentals. Planning, organizing, deputizing and humanizing were covered in the morning session. Much of the afternoon period was devoted to the remaining two fundamentals -- supervision and communications.

Supervision - The speaker defined supervision as maintaining controls and inspection to reflect currently the adequacy of plans, effectiveness of organization, efficiency, extent of progress or problems.

The presentation of a skit "The Office Situation", involving two GS-13's and their alter-egos illustrated the misunderstandings and confusion arising from the lack of effective communication and inquiry.

By use of "alter-egos" it was illustrated that in a discussion with another person we deal with (a) the person we can see and hear and (b) the alter-ego of the individual -- the person you cannot see or hear, but who may exert strong influence on the discussion.

A discussion of "upside-down" management was illustrated by the following diagram:



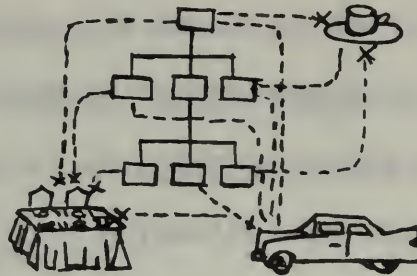
It is necessary to get out the word to subordinates as to why, what, when and how. The "how" of management cannot be left entirely to the men at the end of the line. Each link must be strengthened to keep the supervisor from failing. In supervision we deal with incentive, understanding and safety of lower echelon personnel.

Group discussion on the subject of "How am I doing as a Supervisor?" resulted in the following list of characteristics of good supervisors:

- | | |
|---|---|
| 1. Am I fair and objective | 9. Am I producing |
| 2. Do I have control | 10. Am I planning ahead |
| 3. Do I understand my job | 11. Are my politics right |
| 4. Am I keeping ahead of my work | 12. Consistent decisions
(flexible) |
| 5. Am I enthusiastic and imparting
it to employees | 13. Using my time efficiently |
| 6. Do I motivate enough | 14. Professional ethics |
| 7. Do I command respect and
confidence | 15. What is my record of
turnover |
| 8. Does everyone seem happy | 16. Do I know enough about
my subordinates |

Members of the group raised the question of supervisors' inquiry into the family life of the employee, or social relationships of supervisor and employees' families. Situations were related showing a wide range of social activities among supervisor and employee families. Without apparent harm in case of infrequent or no social relations, or in situations of frequent social relations was pointed out. In some instances judicious inquiry or investigation into family affairs may be helpful to both the employee and the organization.

A diagram of "semi-social" business contacts presented below raises such questions as to the proper channeling of business communications. It was noted that all employees like to communicate uphill.



Discipline is recognized as an important part of supervision. There are times when an employee must be tactfully informed where he fails to meet job standards.

Evaluating an employee's work can be a form of discipline, as it is important that an employee know where he stands in an organization with regard to work accomplishment. The "bank-type" of rating system is one form of employee rating. It involves an analysis on a plus (+) or minus (-) basis for various characteristics of employees' work. For example:

Employee A + - + +

Employee B + - - -

Employee C - - - -

Employee D

"C" is better off than "D" because "D" doesn't know what (how well) he is doing. "C" at least knows where he stands.

Confidence in supervision is very important.

Communication - The discussion largely centered about the difficulty of communicating effectively with individuals pre-occupied with other problems or situations, or of different background. A skit was used to illustrate "pre-occupation".

In formal type communications (papers, speeches, etc.,) visual aids are very helpful tools in putting over ideas. Visual aids can consist of numerous different items, as well as the usual types of "bar" and "pie" charts. Imagination in use of visual aids can be very rewarding.

Much difficulty may be encountered because of misunderstandings supervisors unintentionally create and allow to exist. Effective communication can correct such situations.

Permissive and non-permissive types of supervisors were illustrated by cartoons. The permissive type may allow everything to be unloaded on him. The non-permissive type may be the "blow-your-top" type who is almost completely unapproachable on subordinate employee problems. Generally, a "middle-of-the-road" type is desirable, but there are cases where the supervisor may have to be one or the other.

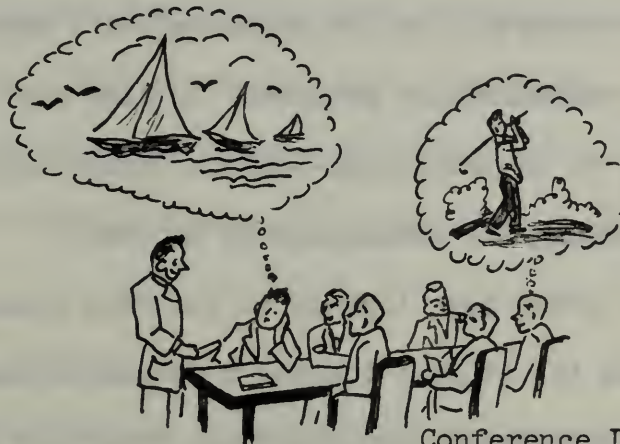
Communication to employees on decisions made is very important. If a decision has been made regarding an employee situation about which there is some prior knowledge available to all involved, such decision should, in most instances, be immediately communicated to employees.

There followed an hour of individual problem practices called the "In Basket". Each TAM participant sought in his own way to dispatch the work found by a harried executive in his "In Basket".

This project placed us in the position of a Division Director, new on the job, who had just one hour to make a number of management decisions before departing from the office for six days. The management decisions were to be made in light of our own management experiences.

The problems were posed in incoming communications (thus, the "In-Basket" expression) and covered a wide range of situations. One hour was allowed for individual effort in answering the problems, followed by discussion of the answers by the group.

The discussion brought out a wide range of answers some of which were based on assumptions not pertinent to the problem situation.



RECORDERS: A. J. Hintzman and Marcel Aune

Francis C. Byrnes, Associate Director
National Project in Agricultural Communication

TOPIC: The Communication Process

When we say that we will look at the communication process, we mean that we want to examine the necessary ingredients for interaction among people. We must look at the factors which have to be taken into account, and how these factors operate. We are concerned with improving our understanding of the communication process. We also are concerned with improving our ability to be understood--and to understand others. These are the values in studying the communication process.

Communication has often been likened to the form presented in a telephone system, that is, it must include a source, a message, a channel, and a receiver. Let us examine communications from this standpoint.

SUMMARY OF TALK:

Factors in a Communication Model

1. The Source

- a. All communication must come from some source.
- b. There are things which determine how the source will operate in the communication process.
 - (1) His communication skills: The ability to think, to write, to draw, to speak, etc.
 - (2) His attitudes toward:
 - (a) His audience
 - (b) The subject on which he is communicating
 - (c) Himself
 - (d) Any other factor which is pertinent to the communication situation

(3) His knowledge about:

(a) His subject

(b) His audience

(c) Other pertinent factors

(4) The social system in which he operates

In the communication process, then, we begin with a source -- someone who starts things going even though we must remember that many things condition how the source will communicate. It can profit us to examine ourselves as sources of communication--and to evaluate communication that we receive in light of what we know about the source.

2. The Message

The message in communication has several sub-factors which have to be considered.

a. The code has to be chosen.

(1) It must be in a form in which his audience can grasp.

(2) This can be looked at in terms of a level of difficulty of the code for the audience. It is important to talk neither, up nor down to the audience, but to attempt to communicate on their own general level.

b. The content has to be selected and organized.

c. Some treatment of the message has to be determined.

(1) The message must be presented in a manner to produce the maximum desired response from his audience.

When a particular source has created a message, he has to decide what channel he will use to present this message; i.e., what medium (or media) of communication will be most effective. This is the

third factor in our model.

3. The Channel

There are many ways that we can look at channels. Perhaps the simplest is to list the five senses that can be used to receive a message. In other words, the channels of communication are ways of presenting a message so that the message can be seen, heard, touched, smelled or tasted. The more of the senses that can be stimulated, the more effective the communication will be. In general, the smaller the audience the more direct contact we have and the greater results that can be expected. When the message is spread over a larger area, it will thus have less impact on each individual.

4. The Receiver

The final link in the communication process is the receiver-- the person or persons on the other end of the process from the source. All of the factors that operate on the source operate equally on the receiver:

- a. His communication skills.
- b. His attitudes.
- c. His knowledge.
- d. The social system in which he operates.

We might summarize our discussion by a sentence listing the factors that we have to consider in understanding the communication process. Here is the sentence: "WHO (source), for what purpose, says WHAT (message), in what way, over what CHANNELS, to what audience (receiver), with what effects (reaching the goals of the source)."

Steps in Successful Communication - The source-message-channel-receiver view of communication gives us a good framework within which to consider some of the psychological factors that determine the success of communication. To say that communication is effective is to say that someone has changed, either in the way they respond to a message, or in the way that they look at the message. For this reason, it makes sense to look briefly at how people do learn--from a communication point of view.

Steps in Learning - Learning occurs when (1) a stimulus is perceived and decoded by an individual, (2) the decoded stimulus is interpreted, (3) as a result of the interpretation, some response is elicited, (4) the response is made, and (5) the consequences of the response are perceived.

Now let us consider the source. This source also decodes, interprets, and encodes--in fact, he operates just like the learner (receiver), because he is one--at the same time as he is a source.

The first job of the source is to get the stimulus decoded, i.e., he must catch and hold the ATTENTION of the receiver.

The second job of the source is to get the message interpreted; i.e., he must be sure that the receiver gets his MEANING. The desired meaning may be simple UNDERSTANDING of the message, or it may, in addition, be ACCEPTANCE of the message.

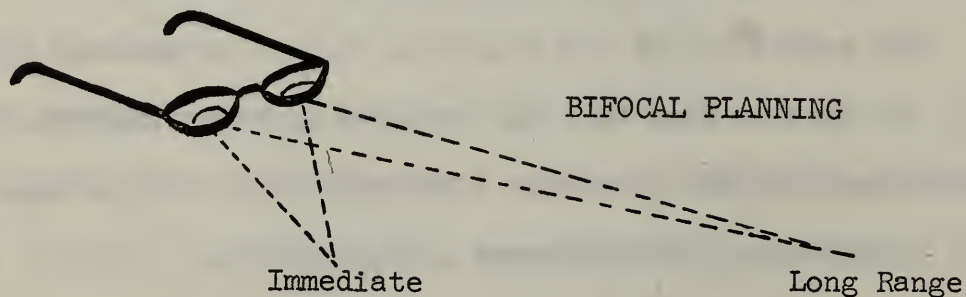
After the receiver has understood and/or accepted the message, the source wants him to make some response. Sometimes, the source wants this response to be made publicly, in order to secure the COMMITMENT of the receiver to a plan of action.

The receiver's actions also have consequences. One kind of consequence is that they serve as feedback; i.e., they give the source information about how effective he has been in accomplishing his goal.

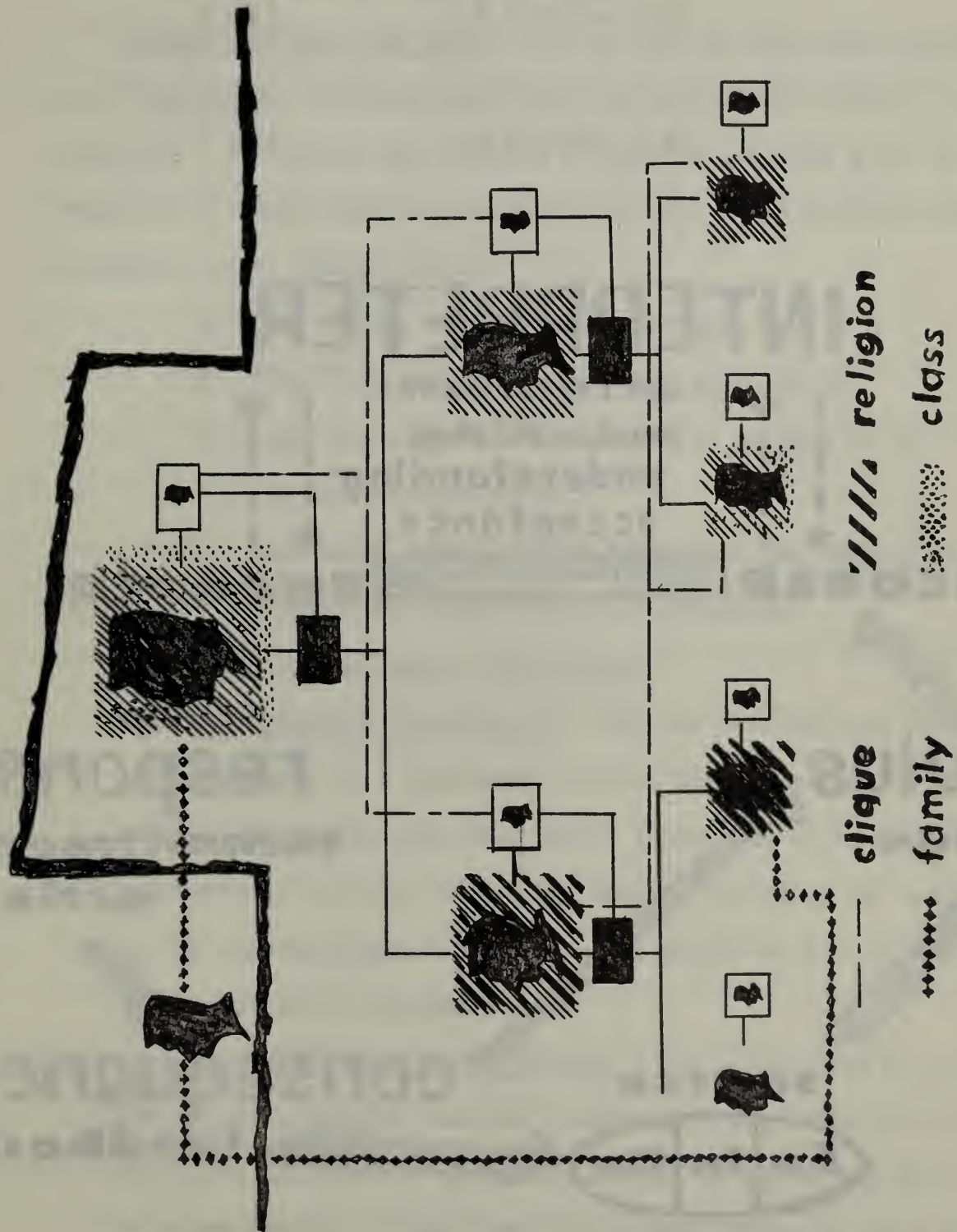
We have talked about how learning--communication takes place. It is vitally important to remember that much of our behavior does not operate in this fashion. We do not interpret everything we decode. Quite often, we immediately begin to encode a response--without thinking about it, interpreting it, understanding or accepting it.

This is not undesirable. In fact, if we had to go through this whole sequence every time we reacted to other people, we would never get anything done. It does pose serious problems for those of us who are interested in changing the meanings and actions which people have. It means that we must force interpretation of our messages--if we are to produce learning or change.

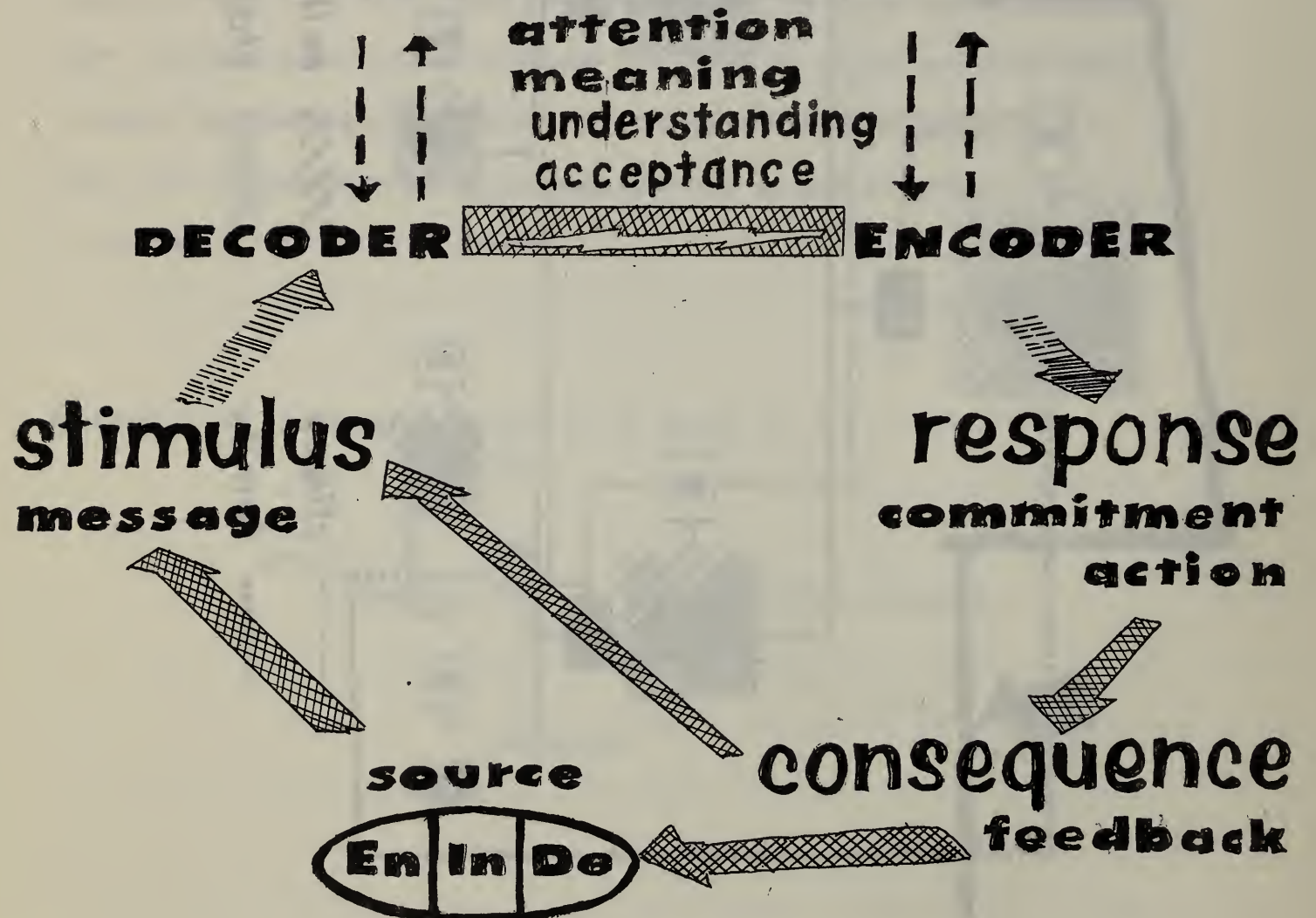
RECORDERS: H. W. Bockstahler and C. E. Mootz, Jr.



COMMUNICATION PROCESS



INTERPRETER



Francis C. Byrnes, Associate Director
National Project In Agricultural Communications

TOPIC: Communication in Management
(Continued from morning session)

Social Positions and Roles - We can look at any social group as a set of positions, without considering the individuals who fill these positions. Any person who occupies a position performs a set of behaviors which go with the position. We call these behaviors the occupant's role. These include:

1. Some things which the occupant must do.
2. Some things which the occupant must not do.
3. Some things which the occupant is allowed to do,
but not required to do.
4. Successful communication depends on the sharing of norms
between the source and the destination.

Sources of Communication Difficulties:

Misunderstood Expectations - How one performs his job (his role behavior) is a compromise between how he defines the job for himself and how he perceives others expect him to behave. Such compromises, in turn, affect the nature, direction and quality of the communications directed to the person as well as the communications he originates.

Mismatched Frames of Reference - How a man looks at the world how he views himself, how his thought processes operates, and what he values all must be taken into account in predicting his response to communication. "When Peter tells about Paul, we learn more about Peter than Paul".

Misuse of Internal Communication Channels - Internal communication in an organization frequently suffers from at least four common but related disorders: (1) Lack of awareness by the executive of what ought to be communicated; (2) failure to recognize the important role of the supervisor as the channel of communication employees prefer; (3) too much emphasis on non-essentials in house organs and (4) failure of leader to use established channels, thus by-passing those instrumental to the organization's success.

Too Strict Controls Over Communication - A minimum of controls may lower efficiency of communication, but usually results in higher employee morale.

Role Conflicts - Every person plays many roles daily--as the head of a family, as an employee, as the supervisor of other employees, as a member of various organizational committees, as a member of community, church, and civic groups. Whenever a person occupies two or more positions simultaneously and when the role expectations of one are incompatible to any degree with the role expectations of the other, then role conflicts occur. When a person fails to recognize and discriminate among the requirements of his multiple roles, he may consciously or unconsciously project the behaviors appropriate for one role into the way he behaves in a totally different situation.

Norm Conflicts - In a group, the person of the highest social rank is the person who comes closest to realizing in his behavior the norms of the group. Any failure on the part of the leader to live up to the group's norms undermines his social rank and hence the presumption that his orders are to be obeyed.

Lack of Feedback - Long-time concern for communication as a one-way process of transmitting information and ideas to someone else obscured the multi-dimensional nature of effective communication. The successful communicator must be able to analyze his intended audience in advance and encode messages, but during and after communicating, he also must be able to determine what response his efforts provoke. Communication specialists call this return process "feedback".

Experienced communicators give much attention to building feedback mechanisms into their communications, pay continuous attention to feedback, and constantly modify messages in light of what they observe in or hear from the audience.

When the administrator (or any communicator, for that matter) seeks to establish and maintain a system of feedback, he finds it difficult to get reliable feedback for several reasons:

1. He will tend to avoid receiving messages (feedback) that will hurt his self-respect.
2. People tend to tell him (particularly if he is in a higher rank position) what they think he wants to hear.
3. If one hears feedback that is unfavorable, he tends to interpret it favorably, or to rationalize the results so that he appears more favorable than he really was. Continuation of this kind of behavior leads people, in the future, to tell him only favorable topics.
4. The social-cultural context frequently makes it difficult to obtain feedback. Those who might provide the best

information either do not have direct access to the communicator or behave as though they do not have such access.

5. When the face-to-face situation is not possible, the feedback which one gets (if any) will be delayed, frequently distorted, and too late to affect the encoding of the immediately subsequent messages on the same topic.
6. Different kinds of feedback information may be needed, but only certain kinds readily obtained. In seeking information on audience response, it frequently is necessary to indicate which of the following responses was intended: Change in opinion, attitude or belief; change in level of knowledge or understanding, or change in overt behavior. If one of these is observable or measurable, it may be possible to infer the others.

Enumeration of some of the more difficult problems in feedback serves to emphasize the need for careful attention to all phases of the feedback problem, including: How to get it, how to interpret it, and how to make effective use of it.

Administrators who ignore or otherwise fail to attend to feedback, or lack of it, can expect serious consequences. Failure to attend to feedback leads to inefficient, ineffective, sloppy communication. This, in turn, leads to loss of morale, lowered productivity, and further degeneration of communication throughout the organization. Poor communication generates more poor communication.

Informal Network in Communication - One of the consequences of poor communication in the formal organization is the rapid development of informal networks to the point that these may threaten to take

over or usurp the formal lines of communication and command.

Administrators can recognize or ignore informal organizations, but they certainly cannot deny their existence. Whenever an organization is peopled with human beings, the informal relationships that exist or develop between these people provide opportunity for communication. Where there is opportunity, communication will result and chances are that this communication will frequently relate to the organization. These informal networks transmit misinformation and attitudes and opinions just as efficiently as they do information and knowledge.

Factors Affecting Efficiency in Communication - When an employer fails to state policies clearly and explicitly, neglects to define jobs, or does not set goals, effective communication from those low in an organization (especially if decentralized) will be difficult. In some circumstances, there will be no communication. No one will really know what is going on.

When an employee is not exactly sure to whom he is supposed to communicate about what, he tends to procrastinate, express his ideas and purpose in a fuzzy manner, and use third person references.

When an employee lacks confidence in himself, in his job, and in his organization, he tends to mask his identity, is indirect and passive, and produces routine communication that lack substance or content.

When an employee fails to receive response or feedback from his boss concerning his regular reports, he assumes that the reports are neither read nor acted upon. If he learns, through informal

channels, that this is really the case, his interest in making good reports in the future diminishes.

When an administrator regularly issues memoranda (such as a weekly letter) whether he really has anything to say, the net result will be a progressive growth in lack of attention to such communication.

When an administrator or staff officer fails to practice regularly the instructions laid down for handling routine communication, few people in the total organization will follow the instructions.

When an organization enunciates a policy of improved communication but fails to reward those who make improvement, interest in improved communication soon wanes.

When an administrator ignores or never seeks feedback and operates with the assumption that it is the responsibility of others to understand him, he can expect to see this behavior mirrored in the actions of his subordinates to those under them. Poor communication is contagious.

Suggested Program for Self-Improvement:

1. Develop ability as a small group discussion leader.
2. Develop ability to instruct and train staff.
3. Develop ability to identify and use communication research results.

SUMMARY

Concepts to Remember:

1. Meaning is in people.
2. Reality is a mental concept.

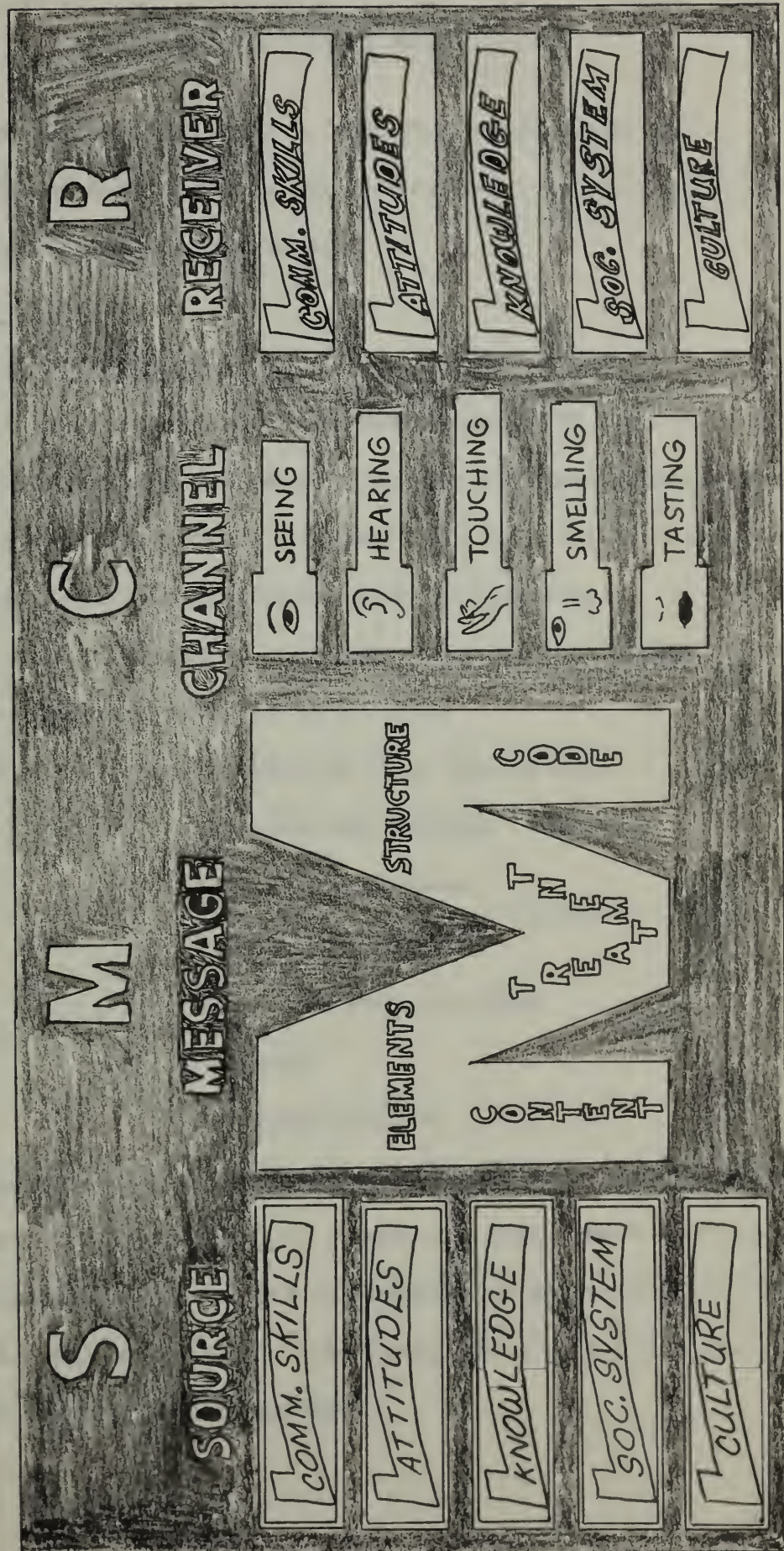
3. Concepts vary with experience and motivation.
4. Behavior is learned and can be changed.
5. Effective communication leads to effective learning.
6. Behavior equals expected reward over expected efforts.
7. Behavior takes path of least effort.

Guide Lines In Communications:

1. Purposes should be focal point in communication.
2. Message should hit receiver in multiple channels: hearing, seeing, touching, smelling and tasting.
3. Feedback must be built into communication.
4. Golden rule of communication -- "Do onto others as they would have themselves done onto."



RECORDERS: Bohn E. Musgrave and G. A. Swanson



Dr. E. L. Marietta
Associate Professor, MSU

TOPIC: The office bottleneck -- What you can do about it --

The office bottleneck is any situation or activity or their combination which interferes with operations.

SUMMARY OF TALK:

What can you do about it - - - - -

A list of office bottlenecks were prepared by the group and a discussion of these problems followed. A number of these problems dealt with personnel and it was brought out that testing an individual's qualifications before hiring can help to prevent such bottlenecks.

Work simplification is a process which saves: Space, time, energy, and materials. Commonly referred to as stem.

A number of steps included in this process are:

Identify the problem

Analyze the problem

Combine operations

Eliminate jobs, routines

Redesign

Test new routines

The same result is obtained in a simpler way. Time and motion studies are an effective way of suggesting work simplification.

Mineographed material was distributed to each member of the group relating to skills, methods, techniques, etc., as a guide for further discussion of work simplification.

This concluded the morning session.

RECORDERS: Kenneth G. McManus

Oliver A. Dennis

TOPIC: The Office Bottleneck
(Afternoon Session)

The afternoon session was devoted to the fundamentals of letter writing and reporting. It was emphasized that letters are written by people and are received by people. To be effective they should reflect the writer's personality and be written in the language of the reader. Clear writing is associated with proper organization, use of short sentences and paragraphs, and positive statements of the subject. The use of prejudiced words tend to create misunderstandings.

REFERENCES:

Office Management and Control	-	Terry, George (2nd. Ed.) R. D. Irwin, Homewood, Ill. 1956
Office Management	-	Hicks & Place New York, Allyn & Bacon 1956
20,000 Words	-	Leslie (4th Ed.) Ed, McGraw-Hill Book Co. 1959
Webster's New Collegiate Dictionary	-	
New College Dictionary	-	Random House

RECORDERS: Richard M. Godman

George E. Moulton

Albert T. Greatorex,
Executive Secretary TAM Workshop
Office of Personnel, Washington, D. C.

When we speak of creativity we are simply speaking of the ability to form an idea, either as an individual or as a group, then follow through to a successful conclusion.

SUMMARY OF TALK: Being able to create is one of the basic aims of all organizations and large corporations use this creative ability to develop new products, cut costs, and increase production. We have many examples of this, such as the first creation of a music box to the eventual formation of the television.

Most ideas originate in the subconscious mind and these may take the form of either a large or small object. Once we have an idea, do not let it slip through our fingers, but follow it through to a conclusion. We should take the problem, digest it and continually ask the question--WHY?

In addition to individual creation, another approach used by organizations is known as "Brainstorming." The theory is that mass participation in creative thinking will produce more results than on an individual basis. This permits all minds to focus on the problem, break it down into component parts and by the process of elimination solve the problem.

IN CONCLUSION: Creation of ideas can only be achieved by ACTION. Successful conclusion takes time and effort and we must be prepared to justify and support our ideas.

Dr. Eugene Jennings, Assistant Director
College of Business and Public Service, MSU

The psychological approach is that human relation ideas can be imbedded in childhood and these traits carry on into adulthood. Parents play a vital role and traits such as aggressiveness, authority and power can be traced to the father while loyalty, morality and virtue are the direct results of mother teachings.

SUMMARY OF TALK: A creative personality is a free personality and a creative individual will live an idea until he masters it. Along with creation we will encounter human relation problems as they concern the executive. Some executives thrive on being domineering and are aggressive, while others are submissive and like to be dominated by their superiors. As a general rule, executives fall into three categories:

THE AUTOCRATIC EXECUTIVE - This type shows submissiveness to those above him but is domineering to his subordinates. He has a fear of ambiguity and this leads to forced decisions and data and all things must be in clear concrete form. He must have central control and all communications must come through him. He is jealous of others and all of this leads to a hostile attitude on the part of his subordinates. Although he compliments and rewards his employees well, he does this with the sole purpose of securing future compliance.

THE DEMOCRATIC EXECUTIVE - This man believes in freedom, equality and rationality. He believes that if man is given knowledge, he can arrive at a solution of any problem. The group is seen as a unit and can solve problems without depending on one man. Each individual

must have the opportunity to express himself and as a democratic leader he expects all men to participate. Authority should reside in the group and team membership should be built.

THE BUREAUCRATIC EXECUTIVE - This executive loves routine and regulations. He must have a system, a smooth working machine, clean lines of authority, no overlapping, no duplicating and he sees the entire system as a unit. Rules and regulations are strictly enforced and all things must be in order. He is usually a frustrated man, yet can be an excellent executive.

IN CONCLUSION: Many executives use psychology in their work and if properly applied will secure the desired results. In regards to the above mentioned executive types, all can be excellent executives. The human element enters this picture when the organization demands loyalty and devotion and assures the employee security until death.

RECORDER: M. D. Murphy

VISUAL AIDS COMMITTEE:

The following films were shown in the evenings of Monday, Tuesday and Wednesday:

"All I Need is a Conference"

"Production 5118"

"Introducing the Worker to his Job"

"Instructing the Worker in his Job"

"The Supervisor as a Leader"

In addition, the film "Eye of the Beholder" was shown in connection with Henry G. Herrell's presentation on management.

"More than Words" is a film well recommended for instruction in Management, but was not available for the meeting.

The committee assisted the speakers with the arrangement of visual aids; Committeemen Kenneth McManus, Jack A. Prescott and G. A. Swanson and Warren A. Blight, presented "The Office Situation" in Mr. Herrell's presentation on "Management".

ADVISORY COMMITTEE:

The purpose of this group was to serve as a pulse for the Planning Committee on all Workshop activities.

Committee Activities:

1. Coordinating the activities of the Visual Aids and Entertainment Committees.
2. Review the plans of the Editorial Committee.
3. Review of the physical arrangements for the Workshop.
4. Developed and used an evaluation questionnaire for each Workshop session.

A report was given to the Planning Committee each evening during the Workshop. This report was primarily an evaluation based upon the questionnaires.

LIBRARY COMMITTEE:

The titles listed below represent current books that were available for reading at the TAM Workshop. The Library Committee recommended that all participants in the Workshop make an effort to familiarize themselves with the books available. There were 22 books available throughout the duration of the Workshop.

These books cover a wide variety of subjects in the field of Administrative Management. The books were not individually evaluated by the Library Committee at the Workshop. However, the listings provided below will be valuable to the managerial personnel as a source of reference:

The Efficient Executives	- Auren Unis
Managerial Psychology	- Harold Leavitt
The Art of Administration	- Ronald M. Findlay
The Elements of Administration	- L. Urwick
Introduction to the Study of Public Administration	- White
Applied Imagination	- Alex F. Osborn
New Horizons in Public Administration	- University of Alabama Press
Supervision - Principles & Methods	- Margaret Williamson
Administrative Action	- Newman
Public Administration	- John M. Pfiffner (3rd. Ed.)
Public Administration	- Simon, Smithburg, Thompson
Modern Office Management	- Littlefield, Peterson
The Functions of the Executive	- Chester I. Barnard
Public Administration and the United States Department of Agriculture	- John M. Gaus, Leon O. Wolcott
Area and Administration	- James W. Fesler
Sizing Up People	- Donald A. Laird, Eleanor Laird
The Organization Man	- William Whyte
Administrative Behavior	- H. A. Simon
Reflections on Public Administration	- John Merriman Gaus
Public Personnel Administration	- O. Glenn Stahl
Effective Communication on the Job	- M. Joseph Doohar, Vivienne Marquis

Other books recommended:

On Human Interaction

- | | |
|---|-----------------------|
| Supervision of Business & Industry | - R. D. Lokan |
| Can Executives be Taught to Think | - Jargun |
| The Three Steps to More Skillful Management | - Nations Business |
| Social Psychology | - S. Asch |
| Mind, Self, and Society | - G. H. Mead |
| Handbook of Social Psychology | - Sarbin, Theodore R. |

On Communication as a Process

- | | |
|---|---------------------|
| Fundamentals of Social Psychology | - Eugene L. Hartley |
| Harvard Business Review | - Wendell Johnson |
| The Process and Effects of Mass Communication | - Wilburt Schramm |

On Administration and Organization

- | | |
|-----------------------------------|----------------|
| Human Relations in Administration | - Robert Dubin |
| Man for Himself | - Erich Fromm |
| Human Resources | - Eli Ginzberg |

Harold G. Walsh, Office Manager Specialist
Michigan ASC Committee

A leader in management should have certain qualities as an individual such as honesty, understanding, confidence, aggressiveness and have wide knowledge of matters pertaining to programs for which he is responsible. The three main things involved in management are manpower, money and materials which should be used fully in achieving goals.

A manager must be able to work with his employees to the degree that they feel that they are part of the organization and have responsibilities to fulfill.

Planning, organizing, selecting and training personnel, supervising, humanizing and communicating are essential fundamentals to be carried out by a manager in order to do a good job of management. In planning it is important that timely consideration be given as to who should do what, when, why and how. Authority and responsibilities of employees must be thoroughly understood by the employee.

Control must be maintained and supervision made in order to see if plans are adequate, to check progress and see if any problems are involved. A manager must communicate with employees to be sure that there is no misunderstanding as to what is needed.

The making of decisions should not always be made by the manager alone. The employees should be given a chance to participate in decision making whenever possible.

A good manager should be loyal and stand behind his employees. He must evaluate his employees and give recognition of performance as due the employee.

Albert T. Greateorex, Exec. Sec't, TAM Workgroup

Evaluation of Workshop. It was pointed out that creativity is important. Workshops have different topics for the purpose of developing needs in different areas. The testimony of recipients is used in the training program. Questionnaires completed by participants were used in evaluating the workshop. The final analysis was that each one had developed a plan for betterment of himself.

Harvey M. Seeley, F. S., Timber Management Activities

Why were you selected to attend this workshop? Because your agencies believe that you have potential as a manager, and because your agencies believe that TAM will help to increase this potential.

The objectives of your Michigan TAM Workshop were as follows:

1. To develop an understanding of the principles of management, communication, and human relations; and to develop the ability to apply these to administrative management positions within USDA.
2. To increase appreciation of the scope, history, organization and structure of the USDA, and to emphasize the Department as the organization of which all agencies represented are a part.

On Monday, Ernie Betts gave you a picture of how the USDA is organized, how it functions, and what its objectives are. Undoubtedly each of you has a better understanding of the department you work for as a result of this session. My preview of your Michigan TAM Workshop Report bears out this contention - You have lived together here for a

week. This has done much to acquaint you with each other and with each others agencies - Exchange of Wealth.

On Tuesday, Henry Herrell talked to you about the basic fundamentals of management.

On Wednesday, Francis Byrnes discussed communications in Management with you.

Yesterday Professor Marietta's topic was the "Office Bottleneck". He provided us with many ideas for improving our office management techniques.

This morning Mr. Jennings has presented the topic of human relations.

During the week you have seen several films illustrating various aspects of management. You have discussed management with other members of the group. Each day one of your committees has summarized and evaluated your own summaries and evaluations of the day's proceedings. The following questions were asked:

1. What did you like best about this session?
2. How could it be improved?
3. Was there adequate group participation?

The group opinion for the meeting was as follows:

Question 1 - You liked the style of presentation, the variety, the humor, the informality, the hand-out material, and the subject matter presented.

Question 2 - You thought there should be more time for questions. Sessions dragged a little at times, more change of pace, and more visual aids, break every hour for five minutes.

Question 3 - Your answers varied from "Need more time for discussion" to "excellent".

I believe you are impressed - probably amazed at the amount of work which you and your committees have accomplished in the last four and one-half days. Isn't this workshop itself an example of good management? Considerable planning and pre-meeting work was necessary. This reflects good management. Since the meeting got underway you have, to a large extent, handled the workshop yourselves. Again--good management techniques in practice.

Has the workshop been worthwhile? Are the costs justified?

Five of us who have previously attended TAM Workshop asked ourselves these questions. Results are difficult to measure. We all agreed that TAM had definitely been valuable to us. One of us considers TAM had definitely helped him. He attributes improved personnel relationship with a difficult employee to TAM Training. I feel I can pinpoint specific areas where TAM has aided me. We all agreed that TAM has motivated us to do more reading and self-improving. Your workshop has been successful in terms of accomplishing the two major objectives.

1. Your workshop report proves this.
2. Your reports on philosophies of management reflect it.
3. And your appraisal reports of the workshop reflect it.

The committee reviewed all of the management philosophy reports. The best one was selected. It was a difficult task. It will be published in the report - can have reports back.

SUMMARY OF TAM

Now as a Final Summary

You have accomplished this training in Administrative Management. You have been motivated, and you have indicated that you intend to strive towards better use of proven Management skills.

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To conclude the Michigan TAM Workshop, Dr. C. L. Hendee of the planning committee presented to each of the Workshop participants a "Certificate of Training" bearing the seal of the Department of Agriculture and the Signature of Ernest C. Betts, Jr. Director of Personnel.

Following appropriate remarks by Dr. George Axinn, the Michigan TAM Workshop was adjourned.

RECORDER: Harold G. Walsh

